



YUKON
FIRST NATION
EDUCATION
DIRECTORATE

PARENT EDUCATION ADVOCATES

Teachers, education assistants and principals want the best for your child, even if doesn't appear that way. Outdated policies and bureaucracies can impede a teacher's aim to deliver the best education for your child. You know your child the best, and only you can provide voice for you and your child. And you have the right to be a partner in your child's education. Be active in your child's education, and if you are uncomfortable or unsure, YFNED is here with you.

Below is a brief introduction to what you need to know to advocate for your child:

- If you don't think your child is receiving learning opportunities in the most successful classroom environment, question it. The *Education Act* states that it "must provide the most enabling (best for success) environment" to meet learning needs and encourage meaningful participation with other students.
- If you don't know how to begin the process of working with the school, phone YFNED or the Yukon Child and Youth Advocate Office.
- If you have a question or concern, it is recommended to first approach the classroom teacher. If it remains unresolved, approach the principal. If it continues to remain unresolved, approach the superintendent, then the director of Student Support Services or Special Education, then the assistant deputy minister, then the minister, and then appeal through the Educational Appeal Tribunal.
- If you do not agree with a decision regarding your child's education, you may appeal through the Education Act.
- *Remember, you are a partner with the school in your child's education.*
- Your child can remain in public education until s/he reaches age 21.
- If your child is being discussed at school-based (team) meetings, you have a right to actively participate.
 - If a child is placed on a modified program — meaning different curriculum goals, so the child will not graduate with an academic diploma and not go onto a post-secondary education — *parents must be informed and involved in the discussion.*
 - If a child is placed on a modified program, an Individual Education Plan (IEP) is created. *An IEP is developed in collaboration with the student, parents, teachers and resource personnel. The plan is reviewed three times a year.*

- If a child can meet the curriculum learning goals but needs pull-out remediation, adaptations, or different instruction, products or assessments, a Student Learning Plan (Stlp) is created.
 - If a child needs supports for behaviour, a Behaviour Support Plan (BSP) is created. A BSP is used to record targeted and/or intense interventions and positive supports for behaviour for a student. Staff will collaborate to identify, implement and monitor behavioural interventions. A safety plan may be used to outline how a child can exit the room and school, if they demonstrate behaviour escalations. This exit plan should be practiced, and parents are to be involved.
 - If a child has demonstrated that they cannot consistently function independently, an educational assistant is typically provided.
- If your child is struggling, Department of Education specialists, such as educational psychologists, speech pathologists, occupational therapists, physical therapists, behaviour specialists, hearing and vision specialists may be involved.
 - If you have an upcoming meeting: Think about your goals for the meeting, list questions until you are satisfied, make sure you know what will happen next and who is the responsible party, get a contact number, and set a next meeting time.